

# New York State School Report Card Comprehensive Information Report

BEDS Code: 41-04-01-06-0005  
 Name: Adirondack High School  
 Principal: Frederick Morgan

Grade Range : 9-12

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	164	153	157
Tenth	140	118	112
Eleventh	122	130	110
Twelfth	122	120	129
Ungraded Secondary	16	23	25
Total K-12 Enrollment	564	544	533

## Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	5	0.9%	8	1.5%	8	1.5%
Black (Not Hispanic)	0	0.0%	1	0.2%	3	0.6%
Hispanic	0	0.0%	0	0.0%	6	1.1%
White (Not Hispanic)	559	99.1%	535	98.3%	516	96.8%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	22
English Grade 10	21	23	21
Mathematics Grade 10	23	21	19
Science Grade 10	0	18	0
Social Studies Grade 10	22	19	19

(Form - A)

### District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
46	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the lower range of student needs for secondary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

### Student Demographics Used To Determine Similar Schools Group

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	86	15.3%	92	16.9%	80	15.0%

### Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.5%		93.6%		95.0%
Student Suspensions	75	12.6%	54	9.6%	47	8.6%

### Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	7.6%	9.6%	8.1%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	99%	99%	99%

### Staff Counts

Staff	2003-04
Total Teachers	45
Total Other Professional Staff	12
Total Paraprofessionals	NA
Teaching Out of Certification*	1

\*Teaching out of certification more than on an incidental basis.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	108	82	76%	111	79	71%	116	83	72%
Students with Disabilities	3	0	0%	7	1	14%	7	0	0%
All Students	111	82	74%	118	80	68%	123	83	67%

\*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

## Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	33	67	0	6	17	0
Percent	27%	54%	0%	5%	14%	0%

## Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
7	0	7	14

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	11		36		12	2.6%
	Entered GED Program*	4		2		0	0.0%
	Total Noncompleters	15		38		12	2.6%
Students with Disabilities	Dropped Out	1		6		4	5.2%
	Entered GED Program*	5		1		0	0.0%
	Total Noncompleters	6		7		4	5.2%
All Students	Dropped Out	12	2.1%	42	7.7%	16	2.9%
	Entered GED Program*	9	1.6%	3	0.6%	0	0.0%
	Total Noncompleters	21	3.7%	45	8.3%	16	2.9%

\*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

# Career Development and Occupational Studies (CDOS)

## Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	0	457	456
	Number of Students with Disabilities	0	64	74
	Number of All Students	0	521	530
	Percent of Enrollment	0%	96%	99%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	54	96%	54	85%	49	96%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	28	93%	54	72%	63	79%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	6	50%	4	#	10	80%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	5	20%	4	#	2	#

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	2	#	3	#
Science	0	0%	0	0%	1	#
Reading	3	#	4	#	3	#
Writing	4	#	2	#	3	#
Global Studies	0	0%	1	#	2	#
U.S. Hist & Gov't	0	0%	1	#	1	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	80%	18	83%	25	80%
Science	2	#	8	38%	9	67%
Reading	8	63%	6	17%	12	0%
Writing	6	100%	6	83%	14	64%
Global Studies	2	#	4	#	12	67%
U.S. Hist & Gov't	3	#	5	100%	7	71%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	118	135	132	7	5	11
Number Scoring 55-100	106	117	124	3	1	8
Number Scoring 65-100	91	102	107	2	1	4
Number Scoring 85-100	30	24	36	0	0	1
Percentage of Tested Scoring 55-100	90%	87%	94%	43%	20%	73%
Percentage of Tested Scoring 65-100	77%	76%	81%	29%	20%	36%
Percentage of Tested Scoring 85-100	25%	18%	27%	0%	0%	9%
<b>Mathematics A</b>						
Number Tested	210	137	112	10	13	8
Number Scoring 55-100	156	130	110	6	11	7
Number Scoring 65-100	103	119	105	2	9	5
Number Scoring 85-100	18	35	44	0	1	1
Percentage of Tested Scoring 55-100	74%	95%	98%	60%	85%	88%
Percentage of Tested Scoring 65-100	49%	87%	94%	20%	69%	62%
Percentage of Tested Scoring 85-100	9%	26%	39%	0%	8%	12%
<b>Mathematics B</b>						
Number Tested	0	26	97	0	0	1
Number Scoring 55-100	0	25	93	0	0	#
Number Scoring 65-100	0	18	87	0	0	#
Number Scoring 85-100	0	1	19	0	0	#
Percentage of Tested Scoring 55-100	0%	96%	96%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	69%	90%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	4%	20%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	137	130	127	7	15	20
Number Scoring 55-100	126	117	121	5	11	17
Number Scoring 65-100	124	106	106	4	8	14
Number Scoring 85-100	39	47	50	1	0	0
Percentage of Tested Scoring 55-100	92%	90%	95%	71%	73%	85%
Percentage of Tested Scoring 65-100	91%	82%	83%	57%	53%	70%
Percentage of Tested Scoring 85-100	28%	36%	39%	14%	0%	0%
<b>U.S. History and Government</b>						
Number Tested	129	128	114	8	6	10
Number Scoring 55-100	121	125	104	4	6	6
Number Scoring 65-100	115	123	101	4	5	5
Number Scoring 85-100	59	68	64	1	1	0
Percentage of Tested Scoring 55-100	94%	98%	91%	50%	100%	60%
Percentage of Tested Scoring 65-100	89%	96%	89%	50%	83%	50%
Percentage of Tested Scoring 85-100	46%	53%	56%	12%	17%	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	215	107	120	17	22	22
Number Scoring 55-100	210	96	112	14	17	18
Number Scoring 65-100	199	73	99	9	10	14
Number Scoring 85-100	40	16	10	1	1	0
Percentage of Tested Scoring 55-100	98%	90%	93%	82%	77%	82%
Percentage of Tested Scoring 65-100	93%	68%	82%	53%	45%	64%
Percentage of Tested Scoring 85-100	19%	15%	8%	6%	5%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	25	112	81	1	7	6
Number Scoring 55-100	25	112	81	#	7	6
Number Scoring 65-100	25	112	81	#	7	6
Number Scoring 85-100	21	81	51	#	1	2
Percentage of Tested Scoring 55-100	100%	100%	100%	#	100%	100%
Percentage of Tested Scoring 65-100	100%	100%	100%	#	100%	100%
Percentage of Tested Scoring 85-100	84%	72%	63%	#	14%	33%
<b>Physical Setting/Chemistry</b>						
Number Tested	76	90	73	2	0	2
Number Scoring 55-100	74	90	70	#	0	#
Number Scoring 65-100	63	80	64	#	0	#
Number Scoring 85-100	8	20	17	#	0	#
Percentage of Tested Scoring 55-100	97%	100%	96%	#	0%	#
Percentage of Tested Scoring 65-100	83%	89%	88%	#	0%	#
Percentage of Tested Scoring 85-100	11%	22%	23%	#	0%	#
<b>Physical Setting/Physics</b>						
Number Tested			47			0
Number Scoring 55-100			47			0
Number Scoring 65-100			45			0
Number Scoring 85-100			19			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			96%			0%
Percentage of Tested Scoring 85-100			40%			0%

\* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive French</b>						
Number Tested	52	6	20	1	1	0
Number Scoring 55-100	52	6	20	#	#	0
Number Scoring 65-100	49	6	20	#	#	0
Number Scoring 85-100	14	3	16	#	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 65-100	94%	100%	100%	#	#	0%
Percentage of Tested Scoring 85-100	27%	50%	80%	#	#	0%
<b>Comprehensive Italian</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Comprehensive German</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Hebrew</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	32	8	34	0	0	1
Number Scoring 55-100	32	8	34	0	0	#
Number Scoring 65-100	32	8	34	0	0	#
Number Scoring 85-100	18	6	21	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85-100	56%	75%	62%	0%	0%	#
<b>Comprehensive Latin</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%

(Form - H)

## Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	63	0	0	1	0	0
Number Scoring 55-100	57	0	0	#	0	0
Number Scoring 65-100	51	0	0	#	0	0
Number Scoring 85-100	19	0	0	#	0	0
Percentage of Tested Scoring 55-100	90%	0%	0%	#	0%	0%
Percentage of Tested Scoring 65-100	81%	0%	0%	#	0%	0%
Percentage of Tested Scoring 85-100	30%	0%	0%	#	0%	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	36	100%	48	96%	46	98%
Students with Disabilities	6	100%	11	64%	12	100%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2003</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form - I)

# New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

## 2000 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	128	128	128	12	12	12	140	140	140
Number Scoring 55–64	4	1	2	1	2	2	5	3	4
Number Scoring 65–84	77	47	55	3	1	2	80	48	57
Number Scoring 85–100	35	67	65	2	2	3	37	69	68
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)